



ANALYSIS OF THE TEACHER ORIENTATION MODEL AT THE SELECTION STAGE AS AN EFFORT TO MAINTAIN LEARNING QUALITY AT SD ANAK SALEH MALANG CITY

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Abstract

The orientation integration model in the selection process of educational human resources at SD Anak Saleh through a qualitative case study approach. The research focuses on the school's strategy in aligning the IMTAQ-based vision-mission with the quality of human resources through microteaching, value interviews, and integrated coaching. Data were collected through participatory observation and in-depth interviews with the Vice Principal for Student Affairs. The findings show that orientation-selection integration is effective in: (1) selecting for technical competence and value congruence, (2) accelerating adaptation through team teaching and curriculum workshops, and (3) minimizing turnover with an early cultural filter. The model offers a holistic recruitment framework that optimizes alignment between institutional goals and HR characteristics.

Keywords: requirment; integration; education

1. Introduction

Human Resource Management in Education is the process of organizing and maintaining human empowerment in the field of education so that it can be utilized effectively and fairly for the common good. The key to improving the quality and standards of schools lies in the management of existing human resources. According to Jamrizal in Lestari et al. (2023), the quality of educators indicates whether a school is progressing or not. The implementation of activities within an organization will run smoothly with the availability of other resources such as raw materials, tools, and work methods. One of the processes in educational human resource management is the orientation process. Orientation involves conveying information, providing guidance, organizing welcome events, and directly illustrating what the school offers and what it expects from educators and educational staff (Ulfatin & Triwiyanto, 2022). According to Nawawi in Utamy et al. (2020), orientation is considered an important aspect because it essentially helps new employees recognize and understand their tasks, the organizational conditions, organizational policies, colleagues, values, beliefs, and so on.

High-quality education is the foundation for developing competent and competitive human resources. In Indonesia, madrasahs not only serve as general educational institutions but also as centers for the development of Islamic values integrated with modern curricula. The success of implementing this holistic education depends heavily on the effectiveness of human resource management (Arief in Nurhasanah et al., 2024).

2. Method

This study uses a qualitative approach with a case study method to examine the HR orientation model at SD Anak Saleh, which integrates the orientation process with the selection stages. Qualitative research is descriptive research that tends to use analysis (Mapaserre & Suyuti, 2019). The focus of the research is on how the school designs and implements the model to ensure alignment between the school's vision and mission and the quality of the human

resources recruited. Data was collected through in-depth interviews with the Deputy Head of Student Affairs. This case study is expected to provide a comprehensive picture of SD Anak Saleh's unique practices in building the alignment of values and competencies of prospective teachers from the early stages of recruitment.

3. Results and Discussion

3.1 Result

SD Anak Saleh deliberately designed the integration between the teacher selection and orientation processes as a holistic strategy aimed at achieving two main objectives: recruitment efficiency and ensuring alignment between prospective teachers and the school's vision and mission. This approach not only accelerates the adaptation process for new teachers but also serves as a qualitative filter to minimize future incompatibilities.

This integration saves time and resources by combining the assessment of technical competencies through microteaching and interviews with an introduction to the school's culture in a single process. Unlike the conventional model, where orientation is conducted after the contract is signed, SD Anak Saleh uses the selection process to provide a realistic picture of the school's expectations. For example, through microteaching sessions, prospective teachers are not only assessed on their pedagogical abilities but are also immediately introduced to the school's distinctive character-based teaching standards and IMTAQ (Islamic Moral and Spiritual Education). This approach helps the school avoid the risk of wasting time and resources due to teacher adaptation failures after recruitment.

Value alignment is a primary consideration. SD Anak Saleh's vision and mission, which emphasize Islamic character education such as Quranic study and team collaboration, require teachers who are not only academically competent but also committed to Islamic values. Integrating orientation into the selection process allows the school to evaluate this aspect early on.

Additionally, the orientation program is accelerated by integrating it into the early school year agenda, such as workshops, Quranic studies, and training led directly by school leaders. This approach allows new teachers to adapt more quickly to the work environment and academic demands. The aspect of collaboration is a key focus, manifested through team teaching practices and mentoring by senior teachers. Through this model, new teachers not only understand their individual responsibilities but also how to contribute to a collaborative team.

Religious development activities, such as Quran recitation or reading and writing training, as well as curriculum development workshops, are characteristic of the orientation at SD Anak Saleh. These programs not only strengthen professional competencies but also instill Islamic values that form the foundation of the school. Thus, the orientation at SD Anak Saleh serves as a holistic bridge between recruitment, character development, and performance improvement—while reflecting the institution's integrity in realizing its vision and mission.

The orientation process at SD Anak Saleh is not conducted as a separate stage but is intentionally integrated into the selection process, particularly during the interview and microteaching sessions. The aim is to ensure alignment between prospective teachers and the

school's values, culture, and vision-mission from the outset. With this approach, the school not only assesses the technical competencies of prospective teachers but also their attitude, commitment, and understanding of the educational philosophy embraced by SD Anak Saleh.

For example, during the microteaching session, prospective teachers are not only evaluated based on their teaching ability but also observed in how they respond to feedback, collaborate with the team, and demonstrate readiness to adapt to the school's unique learning model. Meanwhile, during interviews, questions are designed to test prospective teachers' understanding of the school's Islamic vision and mission, as well as its academic policies, such as the emphasis on character education and active learning methods.

By combining orientation and selection, the school can both select and shape prospective teachers who are truly suitable. This reduces the risk of mismatch between the school's expectations and the recruited human resources. Additionally, prospective teachers who pass the selection process already have an initial understanding of their work environment, making the adaptation process in subsequent stages (such as workshops or training) more effective. As a result, SD Anak Saleh secures teachers who are not only academically competent but also ready to become part of a school ecosystem rooted in Islamic values and collaboration. This approach also serves as a strategy to minimize resignations or terminations due to value mismatches in the future.

3.2 Discussion

The human resource (HR) orientation process at SD Anak Saleh is uniquely designed to align each stage with the school's vision and mission. The school's vision and mission are important foundations formulated by stakeholders to achieve long-term goals. The vision serves as a guide and motivator that directs all organizational activities, while the mission is an operational strategy designed to achieve those goals. In other words, the vision describes the school's ideal future, while the mission outlines the concrete steps to achieve it. Both work synergistically—the vision as a compass providing direction, and the mission as an effective implementation method (Patmawati et al., 2023).

Unlike conventional models that separate orientation from recruitment, SD Anak Saleh integrates orientation into the selection process, particularly during the interview stage. This aims to ensure that prospective teachers are not only competent technically but also aligned with the school's vision and mission, which focus on character development and IMTAQ. One of the methods used is microteaching, which serves not only as an evaluation tool for pedagogical skills but also as an initial orientation regarding the teaching standards applied at the school. Microteaching is a teaching activity conducted by prospective teachers by simplifying teaching methods (Sihotang & Simorangkir, 2020). The purpose is to assess how prepared these prospective educators are to conduct the learning process.

Educational institutions require excellent and professional human resources to support various learning activities. Quality human resources not only facilitate the smooth running of the educational process but also contribute to the overall improvement of the institution's quality. One of the keys to achieving educational goals lies in the effective implementation of human resource management. With proper management, including recruitment, training, development, and evaluation, educational institutions can create a productive and innovative work environment. This will ultimately bring progress, both in academic and administrative

aspects, enabling the institution to compete and provide optimal educational services to students (Siagian in Sangsurya et al., 2021).

Merila & Santosa in Fina and Rahman (2024) Training and development play a crucial role in improving the quality of human resources to improve product or service outcomes. As service providers, educational institutions require effective human resources for teachers and administrative staff. Through this development program, it is hoped that all personnel in the educational environment will be able to continuously improve their performance and develop their work potential in a sustainable manner.

Continuous professional development programs for educators and educational staff play a vital role in human resource management at the elementary school level. Structured and continuous training not only improves teachers' competencies in the learning process but also strengthens the capacity of administrative staff in supporting school operations. By investing in human resource development, schools can create a dynamic educational environment where all members are able to adapt to developments in the curriculum, technology, and student needs. Consistent implementation of this strategy will encourage improvements in education quality and work efficiency, as well as the optimal achievement of the school's vision and mission (Sunarto and Fauroni, 2024).

4. Conclusion

SD Anak Saleh telah mengembangkan model orientasi terintegrasi dalam proses seleksi yang efektif untuk menjamin keselarasan antara visi-misi sekolah dengan kualitas SDM yang direkrut. Dengan menggabungkan tahapan orientasi ke dalam proses seleksi—khususnya melalui microteaching dan wawancara berbasis nilai—sekolah tidak hanya menilai kompetensi teknis calon guru, tetapi juga memastikan kesesuaian mereka dengan budaya dan filosofi pendidikan sekolah. Pendekatan ini diperkuat dengan program pembinaan keagamaan, workshop kurikulum, dan praktik team teaching yang mempercepat proses adaptasi guru baru. Hasilnya, SD Anak Saleh berhasil menciptakan mekanisme seleksi yang holistik, mengurangi risiko ketidakcocokan nilai di kemudian hari, sekaligus membangun ekosistem kolaboratif di antara tenaga pendidik. Temuan ini menawarkan model praktis bagi lembaga pendidikan yang ingin mengoptimalkan rekrutmen SDM berbasis keselarasan nilai dan kompetensi.

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